

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Assembly Bill 1462
Amendment Date:	January 29, 2002
Author:	Assembly Member Nakano
Sponsor:	
Subject of Bill:	Career Technical Education study
Date Introduced:	February 23, 2001
Status in Leg. Process:	Senate Committee on Education
Current CCTC Position:	None
Recommended Position:	Seek Amendments
Date of Analysis:	January 31, 2002
Analyst:	Dan Gonzales

Summary of Current Law

The Commission issues multiple, single subject, and designated subjects credentials. Under current law the Designated Subjects Credential authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. The Commission issues Designated Subjects Credentials in Adult Education, Vocational Education, Special Subjects, and Supervision and Coordination.

The Vocational Education credential allows the holder to teach the subjects named on the credential in grades K-12 and in classes organized for adults, in technical, trade, or vocational courses which are part of a program of technical, trade or vocational education. Vocational Education Credentials include Office Occupations, Automotive Mechanics, Computer Applications, and Nursing Services.

Some of the requirements to earn a Professional Clear Vocational Education Credential are:

- A Preliminary Vocational Education Credential. The preliminary credential is based on work experience and education equivalent to a high school degree.
- Recent vocational education teaching experience.
- Completion of a Commission-accredited program of personalized preparation.

Summary of Current Activity by the Commission

Commission staff is reviewing the credential requirements for the Vocational Education Credential. Staff plans to submit recommendations to the Commission in spring 2002.

Analysis of Bill Provisions

Under this measure, the Commission would be a member of a committee charged with increasing the number and improving the quality of vocational education teachers. The Superintendent of Public Instruction would have to consult the Commission when convening the committee.

Specifically, this bill would require:

- The Superintendent of Public Instruction, in consultation with the Commission on Teacher Credentialing, to convene a committee of experts to determine programs and processes that would increase the number and improve the quality of career technical education teachers.

Comments. The Commission's consultative role is unnecessary. The Superintendent of Public Instruction can appoint members to the committee without conferring with the Commission. Consulting implies responsibility for the outcome without the authority. The Superintendent of Public Instruction could consult the Commission and not follow through with the Commission's recommendations.

However, the Commission must be a member of the committee because some of the topics the committee will study are related to the preparation and licensure of vocational education teachers.

Many people in the field now call vocational education "career technical education."

- The committee to develop guidelines and topics to conduct an independent study to gather comprehensive data to recommend to the Senate and Assembly Committees on Education.

- The committee to submit the study and final report to the Senate and Assembly Committees on Education by January 1, 2004.

Comments. If the bill is signed this year and becomes effective on January 1, 2003, the committee would have one year to study methods to improve the number and quality of vocational education and submit the study and final report to the Legislature.

- The final report to include recommendations on, but not limited to, methods to:
 - Recruit and retain career technical education teachers.
 - Strengthen the academic content of the current designated subjects credential pedagogy.
 - Incorporate academic and career technical integrated curriculum into teacher preparation programs, including induction and support activities, and options for dual articulation among credential requirements.
 - Determine the need for a multiple delivery system of professional development that varies among workplaces.

Comments. Two of the recommendations that would be included in the report are related to the Commission's mission. The Commission should be the state agency that provides recommendations on how to strengthen the academic content of any credential and how to integrate academic and career curriculum into teacher preparation programs. The requirement to study those recommendations should be deleted from the purview of the committee or the Commission, in consultation with the field, should provide those recommendations.

Currently, vocational education teachers interested in earning a Single or Multiple Subjects Credential could enter an intern program or use the early completion provisions allowed under SB 57.

- The superintendent to try to ensure that the membership of the committee represents a broad cross-section of career technical education programs and partnership academies, and a regional balance.
- The superintendent or their designee be appointed chairperson of the committee.
- The membership of the committee not to exceed 15 members. A majority of the committee members must be career technical education teachers appointed by the majority teacher's organization, including teachers from regional occupation programs, adult education, and regular career technical education programs, and partnership academy teachers.

- The committee to include representatives of:
 - Business and industry engaged in partnerships with career technical education programs.
 - Labor unions offering apprenticeship programs.
 - The University of California and the California State University.
 - The Commission on Teacher Credentialing.
- The committee to submit the study parameters to the State Department of Education for inclusion in its request for proposals to conduct the study.

The bill states the intent of the Legislature is that the study be funded entirely by federal funds identified by the Superintendent of Public Instruction.

Comments. According to State Department of Education staff, federal Carl D. Perkins Vocational and Technical Education Act funds may be used for the study.

Fiscal Analysis

The Commission's costs to participate on the committee would be minor and absorbable.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

1. **The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
4. **The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
5. **The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**

Organizational Positions on the Bill

Support

No known support on this version of the bill.

Oppose

No known opposition on this version of the bill.

Suggested Amendments

The Commission's role on the committee should be clarified. Staff suggests an amendment that would delete the Commission's consultative role and remove the requirement that a committee appointed by the Superintendent recommend changes to credentialing law.

Reason for Suggested Position

SEEK AMENDMENTS – Commission staff recommends a seek amendments position. The suggested amendments would clarify the Commission's role and that the committee appointed by the Superintendent of Public Instruction is not responsible for studying credentialing issues.

Bill Analysis

California Commission on Teacher Credentialing

Bill Number:	Senate Bill XXX (Replaces SB 328)
Authors:	Senator Jack Scott
Sponsor:	
Subject of Bill:	Adds Alternative, Standards-Based Routes to both the Preliminary and Professional Administrative Services Credentials
Date Introduced:	Unknown
Last Amended:	NA
Status in Leg. Process:	Senate Rules Committee
Current CTC Position:	None
Recommended Position:	Sponsor
Date of Analysis:	January 31, 2002
Analyst:	Linda Bond and Mary Sandy Leyne Milstein and Marilyn Errett

Summary of Current Law

Existing law requires all candidates for a preliminary Administrative Services Credential to complete a program of specialized and professional preparation in administrative services or a one-year internship in a program of supervised training in administrative services, approved by the Commission as satisfying the requirements for the preliminary services credential with a specialization in administrative services. In addition, all candidates must have a baccalaureate degree from a regionally accredited university, pass the California Basic Educational Skills Test (CBEST), possess a basic teaching, service or designated subjects credential, serve for three years on the basis of that credential and pass identification and character clearance.

AB 75 (Steinberg), which became law on January 1, 2002, establishes the Principal Training Program and provides incentive funding to provide school site administrators with instruction and training. The Commission may approve a program developed pursuant to this article as meeting part or all of the requirements to fulfill standards for a Professional Clear Administrative Services Credential.

Existing law, initiated through the Commission-sponsored measure SB 57 (Scott, 2001), provides an expedited credentialing route for teachers who can demonstrate competency through written and performance assessments.

Current law does not provide an opportunity for individuals who have acquired the requisite knowledge and skills, through specialized training and experience, to demonstrate their proficiency for certification in lieu of completing a full Administrative Services preparation program.

Summary of Current Activity by the Commission

For several months, the Commission has engaged in a comprehensive review of the issues and options related to the preparation and licensure of school administrators in California. As part of this review, the Commission sponsored forums across the state in 2001 regarding administrator preparation; convened a Task Force on Administration Preparation to study to current Commission and national preparation standards and review the structure and content of the current credential; and heard public testimony from representatives of administrator preparation programs, administrators, school districts, county offices of education and professional organizations. Included in the discussions are issues related to flexibility and Commission-approved options for candidates.

Analysis of Bill Provisions

This bill would provide candidates for a preliminary or professional administrative services credential an alternative credentialing route based upon Commission standards. To earn an administrative services credential, this measure provides that candidates would meet the following requirements:

Preliminary Administrative Services Credential (one of the following):

1. Passage of a rigorous national written examination testing administrator knowledge, skill and ability, adopted by the Commission on Teacher Credentialing for this purpose; or
2. Complete a Master's Degree in Educational Administration or related field, as determined by the commission, from a regionally accredited university.

Professional Clear Administrative Services Credential (one of the following):

1. Successfully complete a program that is accredited by the Commission for the professional clear services credential with a specialization in administrative services; or
2. Demonstrate mastery of Commission-accredited fieldwork performance standards and receive a recommendation for the professional clear services credential with a specialization in administrative services from a Commission-accredited program; or
3. Pass a national administrator performance assessment adopted by the Commission on Teacher Credentialing for this purpose.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

- 2. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
- 6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.**

Analysis of Fiscal Impact of Bill

This measure will not result in any additional costs to the Commission. The Commission would not be required to develop either a written examination of administrator competence or a performance assessment, since both already exist. Candidates choosing this voluntary option would pay the exam administrator for the cost of the assessment. In fact, the provision of this option will save both participating candidates and the State money.

Organizational Positions on the Bill

This measure is supported by the Association of California School Administrators, the California School Boards Association, the California Association of Suburban School Districts and the Riverside and San Bernardino County Personnel Administrators.

Reason for Suggested Position

This measure aligns with recent efforts by the Commission to provide competency-based routes to obtaining a credential while upholding high certification standards and accreditation procedures. SB 57 (Scott, 2001) provided for demonstrated competency in teacher licensing. SB XXX continues the Commission's goal of holding all programs and credentialing routes to the same high standards while providing multiple routes to a credential for individuals. SB XXX allows for multiple providers to meet Commission accreditation standards.

In addition, it targets candidates with demonstrated skills, knowledge and ability equivalent to those typically acquired in an administrator preparation program and provides for rigorous assessment and accreditation reviews to assure candidate competence and program quality.

Services Credential with a Specialization in Administrative Services Alternative, Competency-Based Routes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44270.5 is added to the Education Code, to read:

44270.5. (a) Notwithstanding any provision of this chapter and as an expedited alternative to Section 44270, the commission may issue a preliminary services credential with a specialization in administrative services to a candidate who completes the following requirements:

(1) Possession of a teaching or services credential as specified in paragraph (1) of subdivision (a) of Section 44270.

(2) Completion of the experience requirement specified in paragraph (2) of subdivision (a) of Section 44270.

(3) Meets the requirements of one of the following:

(A) Successful passage of a test, adopted by the commission, assessing the knowledge, skills, and abilities typically provided in a preparation program for a services credential with a specialization in administrative services.

(B) Possession of a Master's degree in Educational Administration or a related field, as determined by the commission, from a regionally accredited institution of postsecondary education.

(b) Notwithstanding any provision of this chapter and as an alternative to Section 44270.1, the commission may issue a professional clear services credential with a specialization in administrative services to a candidate who holds or is eligible for a preliminary services credential with a specialization in administrative services, and who meets the requirements of one of the following:

(1) Successfully completes program that is accredited by the commission for the professional clear services credential with a specialization in administrative services and receives a recommendation for the professional clear services credential with a specialization in administrative services from the commission –accredited program.

(2) Demonstrates mastery of commission-accredited field work performance standards for a professional clear services credential with a specialization in administrative services, and receives a recommendation for the professional clear services credential with a specialization in administrative services from a commission-accredited program.

(3) Passes a national administrator performance assessment adopted by the commission.